

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Non-Public School - 13PV153**

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Lisa Arnett

Official School Name: Valley Christian Junior High School

School Mailing Address: 100 Skyway Drive #130  
San Jose, CA 95111-3639

County: Santa Clara State School Code Number\*: n/a

Telephone: (408) 513-2460 E-mail: larnett@vcs.net

Fax: (408) 513-2472 Web site/URL: www.vcs.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Clifford Daugherty Superintendent e-mail: president@vcs.net

District Name: Valley Christian Schools District Phone: (408) 513-2500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Vera Shantz

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

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### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	79	70	149
7	100	105	205
8	113	103	216
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			570

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
12 % Asian  
3 % Black or African American  
4 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
33 % White  
46 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2011	538
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

VCJHS does not participate in the free and reduced-priced school meal program.

10. Percent of students receiving special education services: 11%

Total number of students served: 63

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>57</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>15</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>7</u>
Total number	<u>43</u>	<u>23</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_%

Enrolled in a community college \_\_\_\_\_%

Enrolled in vocational training \_\_\_\_\_%

Found employment \_\_\_\_\_%

Military service \_\_\_\_\_%

Other \_\_\_\_\_%

**Total** \_\_\_\_\_**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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**Mission Statement** Valley Christian Schools' mission is *to provide a nurturing environment, offering quality education supported by a strong foundation of Christian values, in partnership with parents, equipping students to become leaders to serve God, to serve their families, and to positively impact their communities and the world.*

This year marks the 53<sup>rd</sup> year for Valley Christian Schools (VCS), one of the largest independent college preparatory Christian school districts in the United States. Accredited through both WASC and Association of Christian School International, VCS educates 2408 students with 570 students attending the junior high.

Believing that educating a child does not solely occur within the four walls of a classroom or strictly through traditional methods, VCS strives to educate the whole child. Teachers are encouraged to innovate, giving students endless opportunities to excel, with their studies calibrated to the individual's abilities. A sample of the unique opportunities include: "flipped instruction"; pre-engineering courses; 3D animation and game design courses; individualized on-line math courseware for every student; access to an atomic force microscope; electives in Latin, Logic and Reasoning, and the Sporting Life; clubs in robotics, math, and science; courses such as ceramics, dance, and band; sports, including wrestling, swimming, and many no-cut sports. With over 67 course offerings, VCS is unique in allowing students to customize their learning experience while still meeting benchmarks and standards.

VCS serves a diverse set of learners with various preparedness levels, abilities, and ethnicities. What uniquely brands VCS is the proactive ability of the administration and teachers to creatively meet the needs of and expand opportunities for all students. This propels us to create individualized plans for students, such as - sixth grade students ready to complete high school level courses, nationally ranked athletes needing individualized programs, and students who learn differently.

One never knows what students will experience on campus, from "riding" on a student-created pneumatic Disney-like ride where riders experience "flying" through the campus on a project designed by the collaborative efforts of the engineering and video editing classes, to attending the student-designed art show showcasing student masterpieces.

To encourage students to thrive as digital learners, we rethought, retooled, and restructured the learning environment, providing a creative block schedule, state of the art computer labs, and an iPad in the hands of every student. iPads foster problem solving and critical thinking skills, create authentic, interactive, and creative learning environments, and address multiple learning styles in a standards-driven classroom. Students are taught how to be responsible digital citizens, using the tools of their generation ethically and effectively.

Valley Christian Junior High School (VCJHS) strives to create in students the desire to serve others less fortunate, then provides opportunities to serve. Student influence extends locally and internationally. Just a few of the projects include: contributing more than half the total capitol needed to build Grace Public School in New Delhi, India; donating 1,100 books to improve the reading program at a neighboring public school; collecting coats and food to support our local shelter; and providing hundreds of Christmas gifts to be sent to impoverished areas.

VCJHS was named 2011 Intel School of Distinction in Mathematics Excellence and the Intel Star Innovator (the only school so named in the nation) because of the willingness and ability of teachers to think outside of the box, try new tools, and explore new styles of teaching in addition to the tried and true, ensuring the success of each individual student.

VCJHS “Mathletes” are nationally recognized earning top achievements with MathCounts, the Math Olympiad, and American Mathematics Contest 8. WarriorBots regularly earn top honors at local and worldwide robotics competitions going beyond the scope of the competition. For example, they were granted a patent for their work with wind turbines, received accolades from medical professionals for their invention of a watch that reads the blood sugar levels of diabetics through infrared technology, and are currently developing ultrasonic sensors to enable the wheelchair bound to control their chairs without bumping into furniture. Science students won scholarships for their eCybermission projects by creating innovative solutions to real world problems, receiving \$6000 in savings bonds for first and second place.

VCJHS partners with Stanford University’s Challenge Success program to create a culture that alleviates unhealthy stress, encouraging students to delve into the creative aspects of learning rather than just striving for a particular grade. Additionally, VCJHS has adopted the Second Step Program empowering students to address social issues such as bullying and inclusion, and facilitates the Where Everybody Belongs program, which helps students transition into and flourish in middle school.

Under VCS' *Quest For Excellence*, students thrive as they explore their gifts and talents while pursuing Academic Excellence, Artistic Beauty, and Athletic Distinction. All these qualities demonstrate the quality education that each child receives at VCJHS.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

1A - Each April, Valley Christian Junior High School has administered the Stanford Achievement Test (SAT 10) until the 2011-2012 school year at which point we transitioned to the TerraNova 3. Both of these assessments are nationally recognized norm-referenced achievement tests.

VCJHS considers scores at the 74th percentile or above on the SAT 10 or TerraNova 3 to be proficient. During the administration of the SAT 10 from years 2007-2011, all grade levels met this level of proficiency. The median NP scores from the 2011-2012 TerraNova 3 also indicate a high level of achievement for VCJHS students with all grade levels scoring above the 74th percentile in Reading and Mathematics. Specifically in math, grade levels typically score in the mid to high 80th PR with few exceptions. This high level of achievement has become the standard at our school. Scores in both Reading and Mathematics demonstrate the commitment of all members of the school community to the VCS *Quest for Excellence*.

In addition to the TerraNova 3, all VCJHS students take a standardized comprehensive mathematics exam at the end of each school year to determine math mastery using the CSU/UC Mathematics Diagnostic Testing Project (MDPT) created by the University of California system. These content area tests help determine mastery level competencies necessary for success in each level of mathematics. At the conclusion of each school year, students are expected to achieve a passing score on this exam to assure readiness for the subsequent mathematics course. Students take exams in specific course content from Pre-Algebra Readiness to Trigonometry / Pre-Calculus Readiness based upon their current course enrollment. Each year, over 80% of our students achieve or exceed this passing score. Students are also required to pass the Writing Proficiency and Constitution tests before graduation. The pass rate is at 91% or higher annually.

1B - VCJHS students consistently perform at a high level increasing their test scores each year from one grade level to the next. For example, the eighth grade class of 2010 increased their scores in the area of Total Mathematics by 9% from the sixth to eighth grades, and the class of 2011 increased by 6%. In the area of Total Reading, the class of 2010 increased their scores by 3% and the class of 2011 by 4%.

Also of note is the improvement of each particular grade level each year. For example, the Total Battery scores from 2007-2011 increased 6% in the sixth grades, 4% in the seventh grades, and 1% in the eighth grades. Results are similar in the areas of Total Mathematics and Total Reading. For example, in Total Reading during the same time frame, there was 8% increase in the sixth grade, 4% increase in the seventh grade, and 1% increase in the eighth grade scores. In Total Mathematics during the same time frame, there was an 8% increase in the sixth grade, 3% increase in the seventh grade, and 2% in the eighth grade.

With the addition of our new Conservatory of the Arts building, VCS has purposefully increased the number of students that we serve each year. New students join the VCJHS student body from neighboring public and private schools with different levels of preparedness, study skills, and work habits with the highest percent of increase in the sixth grade. Of particular interest is the growth in the number of students we now serve needing accommodations and modifications to the curriculum. Students in this category receive specialized help from our Student Support Department which aids students in gathering the specific skills necessary for success coupled with designing the learning environment to fit the individual student's specific needs.

During the first year of admission, we build a foundation of skills in grammar, writing, and mathematics addressing any gaps in the student's education by class placement, specialized tools, and tutoring. This provides a foundation that is built upon in the junior high years. The incline of scores as students move

from the sixth grade to the eighth grade reveals the strength of the program in that **the longer a student is enrolled at VCJHS, the more successful they become.**

VCJHS attributes these steady incremental increases to several factors including assessment analysis towards curriculum improvement, hiring educators with degrees in their subject matter, an emphasis on professional development, and increased opportunities for student academic growth through the implementation of additional programs such as Applied Math, Science, and Engineering (AMSE) and the Conservatory of the Arts.

Additionally, contributing to the students' success are programs such as ALEKS (Web-based, artificially intelligent assessment and learning system) for mathematic achievement, Logic and Reasoning for critical thinking, and cross-curricular emphasis on English and Mathematics throughout core subjects. To support those students that need additional assistance, we instituted Study Hall classes as an option for an elective. In the Study Hall class, students are given the opportunity to work with their peers and a classroom teacher. Since the inception of the Study Hall, we have seen marked improvement in those students' overall achievement. Extracurricular activities that have been added in recent years have been a contributing factor to our students' continued upward growth in their achievement scores. These include the Math Club, the Science Club, and the Book Club. Math Club, for example, began in 2009 with a membership of 23, this year it has a membership of 37. We are excited that our young people have the option to not only explore opportunities of their choice but to be building their academic skills at the same time!

## **2. Using Assessment Results:**

Valley Christian Junior High School embraces an aggressive approach to continued improvement in its student academic performance. The students' scores on the standardized assessments allow our school to make comparisons with other schools and students nationally as well as identify learning trends from grade level to grade level as students progress each year. The Junior High faculty and administrators devote an entire day each year to evaluate each sub-category on standardized tests and identify the three lowest student performance areas in each subject category. Those identified areas are then targeted and plans developed to improve student learning in those specific areas. Over several years, various categories are emphasized improving overall performance. For example, in the Math Department, through SAT (2008-2009) analysis, a slight weakness in understanding and using fractions was noticed. In the next school year, we included a concentrated effort to have students practice operations with fractions weekly. Upon evaluation of the following year's SAT (2009-2010) results, improvement was noted in this specific cluster. (SAT scores indicated a 9% increase in sixth grade, a 3% increase in seventh grade, and a 6% increase in the eighth grade.) A continued emphasis on this cluster resulted in the 2011-2012 scores documenting that student achievement resulted in a 21% increase for sixth grade, a 21% increase for seventh grade, and a 36% increase for the eighth grade substantiating that the longer a student is involved in the VCJHS program the greater their success! In analyzing the 2011-2012 TerraNova 3 data, the English department determined that the Language – Writing Strategies cluster needed improvement at both the seventh and eighth grade levels. Through this analysis, a strategy to build this skill has been developed and implemented in the seventh and eighth grade English courses. We are looking forward to analyzing the results of this curriculum adjustment over the next few years.

Upon receipt of the test data, the Principal, Vice Principal, Student Support Counselor, and Department Heads examine the standardized test scores of every student. Standardized as well as annual criterion-based placement test scores aid in student placement in math, science, and English courses. Our sixth through eighth grades students are placed into their mathematics course based upon several factors including the previous year's course and grade, teacher recommendation, SAT/TerraNova 3 scores in Mathematic and Reading, and their MDPT (CSU/UC Mathematics Diagnostic Testing Project) score. English placement is determined by their previous year's course and grade, teacher recommendation, and SAT/TerraNova 3 scores in Reading Comprehension and Language. To qualify for honors courses, students must score in the 90th percentile ranking on their SAT/TerraNova 3 exam.

The test scores are also utilized in referring students for both summer intervention and gifted programs. The Student Support Counselor uses this data along with additional information to design customized plans for each of those students requiring additional educational assistance. Students recognized as needing additional reinforcement of concepts are recommended to participate in various summer study programs. The creation of the student education plan allows the counselor to work with these students right from the beginning of the school year having a strategy in place helping to ensure their academic success. There is no waiting for the completion of the first grading period before intervention at Valley Christian Junior High School! Throughout this intervention program, the parent is a highly involved partner with the school in helping their child to achieve. High achieving students are invited by the Principal to become involved in the Johns Hopkins Center for Talented Youth program. This last school year 10% of our sixth grade students, 22% of our seventh grade students, and 20% of our eighth grade students qualified for this highly acclaimed honors program.

The annual President's Report publishes the results of the standardized test to current, prospective, and former families of Valley Christian Schools. Student accomplishments and achievements are emphasized in the publication. Parents also receive detailed individual reports of their own child's scoring results. From these, parents are able to view their child's academically tested strengths and weaknesses allowing them to make various choices for educational enhancement. Parents are encouraged to meet with the school administration to discuss any questions they may have in regard to the test results.

Parents are kept apprised of their child's performance through a web-based program, PowerSchool, which allows them to view their child's current grades. Teachers are required to keep this 24-7 viewable grade book up-to-date ensuring that parents are being informed in real time as to the academic success of their child. Teacher websites are also utilized in informing parents as to the ins and outs of their child's daily learning schedule. Both of these Internet sources help to insure that Valley Christian Junior High parents always have the most current information available to them.

### **3. Sharing Lessons Learned:**

VCJHS regularly meets with administrators from neighboring ACSI schools and schools belonging to Christian Schools Association (CSA) to share ideas and best practices, collectively addressing current issues, and cooperatively promoting excellence in education and success in their communities. VCJHS regularly shares its successful strategies with schools by hosting visiting educators from across the nation. These visits are commonplace at VCS with visiting administrators and teachers on campus weekly. Of particular interest to visitors are the ***Applied Math, Science, and Engineering, (AMSE) Institute***, and our ***Conservatory of the Arts***. It seems that no matter how much is given, more is received when these educators come together to perfect the craft of education.

Our Technology Director shares best practices, ideas, and methodologies in the area of educational technology with other schools through the Education Technology Leadership Committee (ETLC) which is a collaboration between IT Directors, CIOs, and Educational Technology leaders of the largest private, parochial, and Christian schools in the Bay Area. Because of the advanced programs that VCS offers in the area of technology, our staff is frequently asked to speak on this topic. For example, the Principal and Vice Principal presented an online webinar with Intel through K-12 Blueprint entitled, "Flipping the Classroom: What, Why, How, and Where?" presenting best practices as they pertain to our experiences with the Inverted Classroom. Recently, VCS administrators presented to the Hawaii public school teachers at the ***Transforming Our World Conference*** in Honolulu, Hawaii. Topics included, "The 21<sup>st</sup> Century Classroom," "Reclaiming the Arts," and "Taking Education into Space – 21<sup>st</sup> Century STEM Education."

Keeping in mind that educating the whole student includes helping them to be globally minded, students participate in global service projects throughout the year. The junior high, in partnership with the elementary and high schools, helped to build a school in a low income area of New Delhi called Grace

Public School. They continue their support paying for teacher salaries and supplies and look forward to helping construct a new high school. When the prize money from the Intel School of Distinction Award was received, the first thing that students chose to do was to purchase computers for this school. Students also raised over \$8,700 to purchase, then assemble, HIV/AIDS kits for volunteer caregivers in Africa and Haiti. Currently, students are expanding their reach by raising money to help the *ASANTI School*, helping orphaned children from Rwanda, Africa.

#### **4. Engaging Families and Communities:**

Parents comment that the VCJHS community, a close-knit group of parents and supporters, has become a part of their families. There is a small town feel within a large academic environment engaging parents in school activities, volunteer opportunities, parenting classes, coffee chats, and the “Parents Who Care” group. At all-school/parent activities such as the Turkey Trot and Jog-a-thon, parents report that they are not sure whether they or their child had a more enjoyable time.

The Parent Teacher Prayer Fellowship organization (PTPF) is a large group of highly active and connected parents who work tirelessly to support the students at VCJHS. These parents are vital to the VCS community, offering their time and efforts as they volunteer in classrooms and at events. Because so many parents wish to continue helping within the VCS community even when their child has graduated, we were encouraged to form the VCS Service Fellowship group. This group is comprised of parents of graduated students and community members whose mission is to serve the community through events with other VCS supporters. These gifted and dedicated individuals work alongside our individual PTPF to promote school unity and the success of each VCS student. Annually, parents coordinate fundraisers to raise funds to enhance the learning environment at school, funding such items as Polar heart rate monitors, field trips to local areas of interest, summer camp or music lessons for students to enhance their musical skills, additional technology in the classrooms, and new instruments for band students.

Students in the community join VCS students during the summer enjoying a full array of classes and activities. Students swim, play water polo, perform in theater performances, learn how to sew or dance, join a sports camp, work on their reading skills, take an academic class, or enjoy engaging activities at the Skyway Clubhouse. This allows young people to discover new interests and build on skills already acquired.

VCS uses the Strategic Planning model adopting the “Multitude of Counselors” approach propelling the *Quest for Excellence* into the 21<sup>st</sup> Century. More than 300 faculty, staff, board members, parents, and students participate encouraging all stakeholders to have a “voice” in the direction of VCS. The Board and executive leadership team look to the strategic planning process to continuously improve student learning in light of VCS’ Expected School-wide Learning Results (ESLRs), curriculum standards, Core Educational Values, beliefs, and mission.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

VCJHS provides students with a nurturing environment as they experience a **departmentalized approach** to all subjects. With a variety of academic options, students pursue knowledge at levels that meet their specific needs. Students explore unique opportunities through the diverse selection of electives that accompany academic courses.

The academic program includes nine different **honors courses** along with a wide-ranging selection of elective classes. Courses offered in junior high that are equivalent to high school courses are: Algebra 1, Geometry, Biology, and Spanish 1. An average of 43% of students enroll in at least one honors and/or high school level course during their junior high years.

Each grade level of **English** is committed to reinforcing and building on the skills learned the previous year. Grammar rules are taught and applied in creative and expository writings. Literature is explored, analyzed, and enjoyed. Writing proficiency is stressed throughout the curriculum.

The comprehensive **math** curriculum encompasses all levels of ability. The program offers grade level and honors level courses at each grade level, with all courses emphasizing critical thinking, real-life problem solving, mathematical concepts, application, and preparation for high school mathematics.

Students study Earth, Life, and Physical **Science** and may progress to high school Biology while in junior high. Students explore activities such as building model cars to exploring Newton's Laws of Motion or assembling and launching "Pop rockets" giving students the opportunity to discover the principles of Pascal and Bernoulli. While learning about genetics, students spool their own DNA and discuss the moral implications of a 'perfect' society if genetic manipulation of humans were to come to fruition.

VCJHS strives to reveal the hand of God through **history**: from Creation through World War II, Mesopotamia to America, and from kings and empires to democracy. Project-based learning is reinforced through video presentations, art projects, and podcasts. Students take field trips to see such places as the de Young Art Museum, the Rosicrucian Egyptian Museum, City Hall, Superior Court, and the annual eighth grade trip to Washington, D.C.

The focus in **Physical Education** is fitness and wellness, allowing students to make regular exercise part of their daily routine. Students utilize Polar heart rate monitors to monitor their fitness, helping students reach their goals. Classes regularly cover health related topics in nutrition, drugs and alcohol prevention, and physical activity habits.

Along with basic computing skills classes, students may take advanced **technology** courses such as 3D Game Design or TV Journalism where the students run their own television station. Technology electives use industry-standard software, allowing students to explore future careers in technology.

VCJHS is in compliance with the program's foreign language requirements. Foreign language courses in **Latin and Spanish**, supplemented by Rosetta Stone, offer students the opportunity to complete a year of high school foreign language, enabling students to get a head start on their high school studies.

The Junior Conservatory provides a full range of **visual and performing arts** classes in Art, Dance, Music, and Theater. Students dabble or dive into their area of interest. From learning to play an instrument to firing their pottery projects in the school kiln, playing in the award winning jazz band or

taking the lead role in *Annie Get Your Gun*, the Conservatory offers the most talented and eager artists a place to flourish.

VCS is committed to providing a rigorous **college preparatory** program. Students moving on to attend our high school have the opportunity to earn college credit through the Duel Credit Program. The top quarter of last year's graduates were accepted to at least one of the top 50 schools in the nation as ranked by US News and World Report.

## 2. Reading/English:

VCJHS addresses the rigorous Common Core grade-level expectations in the areas of speaking, listening, reading, and writing preparing all students to be ready for college and careers. Students explore sentence structure through **grammar** and become more effective communicators through their lessons in **vocabulary** and writing. The **writing** focus develops a strong foundation in body paragraphs with an emphasis on narrative and descriptive writing. Writing skills continue through the development of the five-paragraph essay, with students learning to formulate a thesis statement and supporting the thesis with three body paragraphs, as well as learning to write an effective introduction and conclusion. Students **read** selections from a literature anthology and begin to use skills of literacy. Text complexity is considered in terms of student motivation, knowledge, and experience. Rigor is infused so that students read increasingly more complex texts as they progress through more challenging genres of literature.

The English Department has been named a *School of Distinction* by Creative Communication, students' work is published in *Celebrate*, a creative writing publication, and students regularly earn top honors in the local and regional ACSI Speech Meet.

Through the training facilitated by a literacy specialist, emphasis is placed on **increasing comprehension and retention** by such methods as "front loading," "essential questions," "Main Point-Detail," and the incorporation of more nonfiction literature in all subject areas. Students needing additional focus in reading may enroll in the Slingerland course over the summer.

VCJHS has a rigorous **writing proficiency** requirement for all graduating students. For this assessment, students write a five-paragraph essay taking a position on topics such as, "Many complain that students today live an insalubrious life style. Do you agree or disagree with that statement?" or "Would it be prudent to have a presidential advisory committee comprised of junior high and high school students to help influence policies and decisions?" The essay must take a position and present a logical argument with supportive evidence in defense of their position.

Students participate in the Association of Christian Schools International (ACSI) speech meet to share and improve their **public speaking** skills. After a unit devoted to the writings of Shakespeare, VCJHS holds a Shakespeare Festival for eighth grade students where students wear Elizabethan dress and share foods of the time period to create a feel for how Shakespearean characters lived. Projects are presented showing the relevance of Shakespeare's language and themes to current situations.

## 3. Mathematics:

VCJHS offers a variety of math courses within each grade, allowing for the individual success of each student. To ensure proper placement, VCJHS identifies indicators of student success including standardized test scores, course grade, teacher recommendation, and a qualifying score on the Mathematics Diagnostic Testing Project Test (MDPT), facilitated through the University of California, Berkeley. This test identifies skills needed for success in mathematics, and brings secondary and university faculty together for cooperative discussions about mathematics education.

Houghton Mifflin Harcourt curriculum is used providing sequential learning without gaps. VCJHS employs traditional teaching methods such as direct teaching, hands-on activities, peer-to-peer activities, collaborative group work, and discovery exploration. Additionally, techniques such as differentiated instruction appealing to the different student-preferred learning styles and learning differences are used. One innovative example is “Flipped Instruction.” In this method, the teacher records a web-cast of the lesson then directs students to watch the lecture as homework. Practice work is done the following day with the teacher, in the classroom. The teacher circulates about the classroom doing formative assessment providing scaffolding cues to students as they work individually or collaboratively on their “homework.” The results include increased student engagement and retention.

Additionally, each student is enrolled in ALEKS®, an on-line tutorial program, which allows students to learn new mathematical information and/or remediates areas of weakness through the use of Artificial Intelligence, targeting gaps in the student’s knowledge of mathematics. ALEKS is highly individualized, allowing students to progress through concepts already mastered and to move ahead in the learning of new concepts at their own pace. For example, a student who was struggling at the beginning of this school year is now closer to grade level through her consistent use of ALEKS and the reinforcement of mathematical concepts.

All teachers are experienced with differentiated instruction using multiple teaching strategies to ensure student success. For example, to answer the question, “When will we ever use this?” students complete math application projects including a personal finance budget where students search for a job, find housing, and pay for other monthly expenses. Everyday use of mathematics is used to “remodel their bedroom” in which students measure, calculate needed paint and flooring, and determine the cost to complete the bedroom remodel. Students complete a research project interviewing a professional regarding how math is used in his/her job, then create a presentation to share with the class.

#### 4. Additional Curriculum Area:

To educate the whole child, VCS provides vast opportunities through electives and clubs encouraging students to dabble in their areas of interest or dig deep into their areas of giftedness. With this in mind, we designed the schedule to allow participation in two year-long electives.

Of particular interest is the *Conservatory of the Arts* where there is an unmatched quality and breadth of opportunities for budding young artists to partake in courses developing their musical, dramatic, and artistic natures. A walk through campus will find students singing a solo in the choir, learning to play the harp, practicing with one of the award winning bands, performing in the Black Box Theater, designing characters in their 3D Animation course, or preparing for the annual Festival of the Arts. Students gain confidence and begin shaping their creative voice within the junior high.

In the *Applied Math, Science, Engineering, (AMSE) Institute*, students choose courses to fit their ability level and desires. Two years of engineering courses are offered through **Project Lead the Way** (PLTW), a pre-engineering, project-based program. Students study automation and robotics, mechanical systems, energy transfer, machine automation, and computer control systems. Students create virtual models through Autodesk Inventor then make their projects come alive in the 3D printer. Second year students learn about chemical, electrical, aerospace, and environmental engineering while building a flight simulator cockpit or researching different types of irrigation to “Vegetationize” urban farming.

VCS’ **robotics team**, WarriorBots, compete locally, nationally, and internationally. Recently, they were invited to represent the USA at the FIRST Lego League Brazil Championship then returned over the summer to teach robotics to the youth in the area. The **Math and Science Club** students meet to practice their skills and compete in local and national competitions. “Mathletes” participate with the Mathematical Olympiads, the American Math Contest (AMC) 8, the National Assessment Testing, and the Santa Clara Valley Math Association. Science Club students conduct research in the area of marine biology, specifically fisheries management, assembling and maintaining an enclosed aquatic ecosystem.

VCJHS holds an annual all-school academic pep rally where excitement and competition ensues with **Rube Goldberg Machines**. Levers pushing books, balls careening down curved slopes, sand released to pull a pulley, and balls dropping to turn gears are all part of the student team designed and built machines. Our future engineers are the game day heroes in front of the entire student body on “game day.”

## 5. Instructional Methods:

Each student is viewed as an individual gifted with talents to be developed, built upon, and nurtured. While exemplary academic excellence is promoted, **there is a place for each learner** at VCS. Given that over 11% of the student body qualifies for **accommodations and modifications** coming from diverse backgrounds and levels of preparedness, teachers understand the importance of **differentiated instruction** to address the unique needs of every learner. For example, students in history wrote a song, authored a book, or created a video to demonstrate the possible meaning of primitive paintings, how they reflected the culture of that period, and then compared them to current day graffiti.

**Student Support** assists individual students with the needed intervention and help. For example, students with literacy or attention issues use Kurzweil, a software program that assists with reading and test taking. Students are helped with organizational issues as ALL teachers are required to load their daily homework assignments into the student’s calendar to which students subscribe through their iPad. Teachers across subject matters work cooperatively by posting tests, projects, and long-term assignments on an in-house calendar to help alleviate the overburdening of the students.

Students may enroll in a variety of grade level and **honors** courses. Students prepared for advanced courses are afforded the opportunity to move more quickly through their content while struggling learners are given the support, tools, and time needed to be successful. We do not track students, instead we plan with options as individual students may have a foot in both of these camps depending on their areas of expertise. Students accelerating in junior high are prepared to participate in the HS **Dual Credit** program allowing students to receive a college transcript while in high school.

Instruction is inquiry based, student centered, and **technology infused**. To address the unique needs of 21<sup>st</sup> Century learners, there is an iPad in the hands of each student which directly accesses student textbooks, collaborative student research and projects, interactive school standard apps, and the learning management system which houses teacher web pages containing curriculum, homework, and interactive content. Students collaboratively and individually prepare presentations or podcasts on the iPad, saving to their DropBox, and turning in their work through Moodle, facilitating a seamless workflow.

## 6. Professional Development:

While the trend in education may be to cut back on professional development, VCS believes that employing teachers who are lifelong learners is critical to student success. As John Cotton Dana stated, “Who dares to teach must never cease to learn.” VCS schedules an impressive nine days of paid professional development each year for returning faculty and fourteen days for new teachers. Under the leadership of the Director of Curriculum, the Curriculum Committee - consisting of master teachers and administrators from each campus and from each core content area - has been formed to help guide the focus of professional development. This forum allows teachers to voice the vision of their specific department to the VCS administration.

This past year, the focus was on differentiated instruction to meet the needs of a diverse student population. Teachers and administrators attended specific conferences across the nation, conducted action-based research in their classrooms, then shared the refined methods and strategies with the faculty, exponentially growing the positive results of the training.

At the close of the school year, teachers chose to use two days of their summer vacation to participate in Apple training regarding the use of the iPad. This level of preparedness resulted in a seamless transition to



using this advanced technology in the classroom. Many teachers then chose to return early to continue Apple training in iBook Author and iTunes U at the end of their summer vacation.

During the current school year, VCS has hired an educational consultant to facilitate training to increase reading comprehension in all content areas. After multiple training sessions, individual teachers are now being coached on specific techniques to increase student comprehension and retention and develop healthy transitions between activities in the classroom due to the adoption of the block schedule. Teachers from multiple grade-levels and content areas are members of small Professional Learning Communities (PLCs) developed for the discussion and implementation of best teaching practices.

The approach to education at VCS is considered “cutting edge” as the faculty innovates taking risks to create inventive learning environments. This approach necessitates having a unified faculty willing to collaborate, share, and creatively invent learning programs on campus. There is an “all hands on deck” approach with an open door/open drawer policy as teachers share resources and expertise freely creating common purpose and vision leading to a sense of community. Teachers not only feel supported by the administration but by each other.

## **7. School Leadership:**

The Senior Leadership team, under the direction of the VCS School Board, consists of the Superintendent, CFO, COO, Directors of Athletics, Conservatory, Technology, and Curriculum, and the Elementary, Junior High, and High School principals meets weekly to discuss the progress of the objectives of our Strategic Plan. Leadership views teachers as inventors, pioneers, and caretakers of this upcoming generation.

As every member of the VCS community is encouraged to innovate and dream, the administration designed the Ed Forum to provide the opportunity for any individual or group in the school to make an appeal to receive the financial support necessary to fulfill their visions, aspirations, and educational opportunities. This forum connects the highest-level administrator with any individual or group in the school. For example, the One-to-One Technology program was presented proposing the use of an iPad as the core of the student’s education backpack. Funding the iPads, increasing the wireless infrastructure, providing professional development for teachers, and training classes for parents and students was approved through this process, revolutionizing education at VCJHS.

Understanding that STEM education is critical to the education of our students, the Applied Math, Science, and Engineering (AMSE) Institute and Board was formed under the leadership of our Superintendent. AMSE consists of professionals from throughout the United States including a nuclear engineer; medical doctor; physicist, orthodontist; biologist, specializing in biomimicry; chemist, who invented Lipitor; satellite engineer; and electrical engineer. They offer advice and guidance to the VCS leadership along with mentoring students. The AMSE Board was instrumental in advising VCS on the acquisition of an atomic force microscope (the only one known in a junior high setting) opening up student minds to see that everything exists on the nanoscale.

Believing that qualified, dedicated teachers are key to student success, the administration hires only the finest teachers with 76% having a degree in their subject area and more than 34% having a Master’s degree. Conservatory teachers are hailed from the finest institutions such as Juilliard and the Manhattan School of Music. The JH teaching staff is a unique ecosystem of individuals united in purpose supporting one another and their students with an extraordinary level of caring.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Other Christian

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$13205</u>	<u>\$13205</u>	<u>\$13205</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<b>12th</b>	<b>Other</b>				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$13851

5. What is the average financial aid per student? \$4986

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
6%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 18%

## PART VII - ASSESSMENT RESULTS

### NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova 3

Edition/Publication Year: ACSI/3rd Edition Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	77	86	86	80	78
Number of students tested	146	142	134	164	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score	33	40			
Number of students tested	16	11			
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6. Two or more ethnicities</b>					
Average Score	72				
Number of students tested	73				
<b>NOTES:</b>					
<p>Note - In Year 1, the 2011-2012 school year, Valley Christian Junior High, along with most ACSI schools, moved to the TerraNova 3. Years 2 - 5 represent percentile ranking scores using the Stanford Achievement Test 10. In light of the fact that CTB/McGraw Hill does not produce NP of the Mean NCE scores, we were given permission by C.A.P.E. (Council for American Private Education) - Joe McTighe - Executive Director, to use the Median National Percentile Scores for the one year that the TerraNova 3 was administered (Year 1). A total of 146 sixth grade students were tested in the reported, Year 1. Of these 146 students, 16 students with diagnosed learning issues were tested in an alternative setting with accommodations. Their scores are included in a separate report and listed in the subgroup, "Special Education Students." In Years 3-5 students with learning disabilities were not tested and scored separately.</p>					

13PV153

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova 3

Edition/Publication Year: ACSI/3rd Edition Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	74	82	83	74	74
Number of students tested	146	142	134	164	159
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score	44	48			
Number of students tested	16	11			
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6. Two or more ethnicities</b>					
Average Score	69				
Number of students tested	74				
<b>NOTES:</b>					
<p>Note - In Year 1, the 2011-2012 school year, Valley Christian Junior High, along with most ACSI schools, moved to the TerraNova 3. Years 2 - 5 represent percentile ranking scores using the Stanford Achievement Test 10. In light of the fact that CTB/McGraw Hill does not produce NP of the Mean NCE scores, we were given permission by C.A.P.E. (Council for American Private Education) - Joe McTighe - Executive Director, to use the Median National Percentile Scores for the one year that the TerraNova 3 was administered (Year 1). A total of 146 sixth grade students were tested in the reported, Year 1. Of these 146 students, 16 students with diagnosed learning issues were tested in an alternative setting with accommodations. Their scores are included in a separate report and listed in the subgroup, "Special Education Students." In Years 3-5 students with learning disabilities were not tested and scored separately.</p>					

13PV153

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova 3

Edition/Publication Year: ACSI/3rd Edition Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	84	88	86	84	85
Number of students tested	196	181	197	228	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score	46	53			
Number of students tested	13	11			
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6. Two or more ethnicities</b>					
Average Score	80				
Number of students tested	92				
<b>NOTES:</b>					
<p>Note - In Year 1, the 2011-2012 school year, Valley Christian Junior High, along with most ACSI schools, moved to the TerraNova 3. Years 2 - 5 represent percentile ranking scores using the Stanford Achievement Test 10. In light of the fact that CTB/McGraw Hill does not produce NP of the Mean NCE scores, we were given permission by C.A.P.E. (Council for American Private Education) - Joe McTighe - Executive Director, to use the Median National Percentile Scores for the one year that the TerraNova 3 was administered (Year 1). A total of 196 seventh grade students were tested in the reported, Year 1. Of these 196 students, 13 students with diagnosed learning issues were tested in an alternative setting with accommodations. Their scores are included in a separate report and listed in the subgroup, "Special Education Students." In Years 3-5 students with learning disabilities were not tested and scored separately.</p>					

13PV153

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova 3

Edition/Publication Year: ACSI/3rd Edition Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	75	79	76	76	75
Number of students tested	196	181	197	228	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score	51	41			
Number of students tested	13	11			
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6. Two or more ethnicities</b>					
Average Score	70				
Number of students tested	92				
<b>NOTES:</b>					
<p>Note - In Year 1, the 2011-2012 school year, Valley Christian Junior High, along with most ACSI schools, moved to the TerraNova 3. Years 2 - 5 represent percentile ranking scores using the Stanford Achievement Test 10. In light of the fact that CTB/McGraw Hill does not produce NP of the Mean NCE scores, we were given permission by C.A.P.E. (Council for American Private Education) - Joe McTighe - Executive Director, to use the Median National Percentile Scores for the one year that the TerraNova 3 was administered (Year 1). A total of 196 seventh grade students were tested in the reported, Year 1. Of these 196 students, 13 students with diagnosed learning issues were tested in an alternative setting with accommodations. Their scores are included in a separate report and listed in the subgroup, "Special Education Students." In Years 3-5 students with learning disabilities were not tested and scored separately.</p>					

13PV153

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova 3

Edition/Publication Year: ACSI/3rd Edition Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	85	85	85	85	83
Number of students tested	195	207	218	219	190
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score	45				
Number of students tested	17				
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6. Two or more ethnicities</b>					
Average Score	82				
Number of students tested	94				
<b>NOTES:</b>					
<p>Note - In Year 1, the 2011-2012 school year, Valley Christian Junior High, along with most ACSI schools, moved to the TerraNova 3. Years 2 - 5 represent percentile ranking scores using the Stanford Achievement Test 10. In light of the fact that CTB/McGraw Hill does not produce NP of the Mean NCE scores, we were given permission by C.A.P.E. (Council for American Private Education) - Joe McTighe - Executive Director, to use the Median National Percentile Scores for the one year that the TerraNova 3 was administered (Year 1). A total of 195 eighth grade students were tested in the reported, Year 1. Of these 195 students, 17 students with diagnosed learning issues were tested in an alternative setting with accommodations. Their scores are included in a separate report and listed in the subgroup, "Special Education Students." In Year 2, there were less than 10 students with accommodations tested. In Years 3-5 students with learning disabilities were not tested and scored separately.</p>					

13PV153

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova 3

Edition/Publication Year: ACSI/3rd Edition Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	79	77	76	78	76
Number of students tested	195	207	218	219	190
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score	40				
Number of students tested	17				
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6. Two or more ethnicities</b>					
Average Score	79				
Number of students tested	95				
<b>NOTES:</b>					
<p>Note - In Year 1, the 2011-2012 school year, Valley Christian Junior High, along with most ACSI schools, moved to the TerraNova 3. Years 2 - 5 represent percentile ranking scores using the Stanford Achievement Test 10. In light of the fact that CTB/McGraw Hill does not produce NP of the Mean NCE scores, we were given permission by C.A.P.E. (Council for American Private Education) - Joe McTighe - Executive Director, to use the Median National Percentile Scores for the one year that the TerraNova 3 was administered (Year 1). A total of 195 eighth grade students were tested in the reported, Year 1. Of these 195 students, 17 students with diagnosed learning issues were tested in an alternative setting with accommodations. Their scores are included in a separate report and listed in the subgroup, "Special Education Students." In Year 2, there were less than 10 students with accommodations tested. In Years 3-5 students with learning disabilities were not tested and scored separately.</p>					

13PV153